

CHOMP Family Fun



***School-to-Home Nutrition & Health Activities
For Children and Parents***



Acknowledgements

*A project of this scope takes the dedication of
many, many people that willingly give of their time and energy.
Thank you for all you do!*

The BFNEP Parent Focus Group
Families throughout Washington State.

The BFNEP Professional Advisory Group
Staff from ECEAP sites around Washington State.

State of Washington
Department of Early Learning, State ECEAP Office Staff
Department of Health Staff

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These materials were developed through federal funds from the USDA Basic Food Program and the state of Washington's Department of Early Learning. The Basic Food Nutrition and Education Plan (BFNEP) for Washington State can help qualifying families secure nutrition assistance and education.

For more information, call: 1-877-980-9220 or on-line at: <http://www1.dshs.wa.gov/>

Estos materiales fueron preparados con fondos federales de USDA Basic Food Program y del Department of Early Learning del estado de Washington. El plan "Basic Food Nutrition and Education Plan" (BFNEP) del estado de Washington puede ayudar a las familias que califican a recibir educación y asistencia para la nutrición.

Para más información, llame al: 1-877-980-9220 o en línea a: <http://www1.dshs.wa.gov/>

Table of Contents

Key Messages	4
CHOMP: Philosophy	5
CHOMP: Background	7
CHOMP: Tools for the Task	7
Activity Card #1 – A Porridge Story	9
A Porridge Story Template	10
Activity Card #2 – Apples Away	11
Apples Away Template	12
Activity Card #3 – Daily Doings	13
Daily Doings Template	14
Activity Card #4 – Letting Loose	15
Letting Loose Template	16
Activity Card #5 – Snazzy Snacks	17
Snazzy Snacks Template	18
How Does CHOMP End Up in ECEAP?	19
CHOMP: Reporting Requirements	20
CHOMP Timesheet	21
CHOMP: End of Year Reporting Form	22
Some Final Thoughts	23
Washington State Department of Health BFNEP Overview	24

Key Messages



5-A-Day



Daily Physical
Activity

CHOMP Philosophy

CHOMP encourages children and adults to explore healthy eating and physical activity during their time together at home. Children and adults have fun as they learn about colorful fruits and vegetables, making healthy food choices, and finding ways of getting fun, physical activity.

CHOMP provides concrete, hands-on activities that combine nutrition messaging with simple learning activities, such as:

- socio-emotional skills,
- physical health,
- math skills,
- memory recall,
- early literacy skills.

With topics as personal as how and what we eat or how we get physical activity, it is especially important to accept families where they are right now. CHOMP can help families continue to identify their healthy habits and explore ways to build on them. Behavioral change takes time and energy, so be patient.

Take the time to introduce these activities in a newsletter, at a parent meeting, or as you meet-and-greet or say farewell to families in the classroom. Let them know that these activities are for a child and adult to try together. Tell them you're interested in hearing back from them how the activity went – what they liked and didn't like.

When you introduce the activity kits to families, keep in mind the two Key Messages of eating five or more fruits and vegetables each day, and getting daily physical activity. Focus on short bits of family-friendly information, such as:

- 1) Offering snippets of nutrition information to families to think about.
- 2) Demonstrating an activity kit to parents and caregivers ahead of time at a meeting.
- 3) Inviting parent and caregiver leaders to help assemble the activity kit bags and think of ways to introduce the bags to other families.
- 4) Supporting conversation between parents and caregivers so they can share information about ways they approach nutrition and physical activity in their family with each other.
- 5) Modeling healthy eating and physical activity in the classroom.

CHOMP

Children's School-to-Home Activity Kits

A parent and child at-home project to develop skills in nutrition, health, and school-readiness.

The CHOMP Project

- Focuses on parent and child learning time at home.
- Builds knowledge and skills in nutrition and health, family literacy, and school-readiness.
- Supports parents as their child's first and best teacher.
- Offers staff a ready-made set of activities that can reinforce and enhance families' nutrition and health skills.

Programs Need

- Staff interested in working with parents and caregivers to assemble and distribute the activity kits.
- Parents and caregivers interested in connecting with other parents to strengthen healthy eating and physical activity in their community.
- A meeting place for staff and parents to assemble the activity kits.
- Program support for reaching out to Basic Food eligible families with nutrition education opportunities through BFNEP.

The Result?

- Increased knowledge of nutrition and physical activity for families.
- Child and parent together time while trying out fun activities that promote healthy lifestyles and on-going learning.
- Children build school-readiness skills working with their parent or caregiver.

CHOMP: BACKGROUND

The CHOMP project, funded by the USDA as a part of a larger effort to encourage families to make healthy food choices and choose active lifestyles, provides a way to build positive health practices. The project focuses on families that receive (or are eligible to receive) the Basic Food Program (formerly the Food Stamp Program). Basic Food eligible families have gross incomes at or below 185% of the federal poverty level.

Within comprehensive early childhood programs such as the Early Childhood Education and Assistance Program (ECEAP) or Head Start, parents and caregivers of enrolled children are acknowledged and encouraged as their child's first and best teacher. CHOMP School-to-Home Activity Kits offer parents and caregivers some ready-made tools for them to use in this role, focusing on:

1. Eating five or more fruits and vegetables each day.
2. Getting daily moderate physical activity.

The activities are framed in ways that also support children's developing skills in math, literacy, socio-emotional growth, and other school-readiness areas. The emphasis is on children and parents learning together at home using fun, creative ideas that encourage them to eat healthy and be physically active.

Parents as First Teachers

The CHOMP project supports the notion that parents are their children's first and best teachers. CHOMP offers some fun and lively learning resources for parents and caregivers to use in this important role.

Parents Supporting Parents – Families Learning Together

CHOMP recognizes that families who receive support from others are more likely to make behavior changes or maintain new healthy behaviors. Make sure to include parents and caregivers in the assembling of the activity kits.

CHOMP: Tools for the Task

Where Do the Kits Come From?

The BFNEP Advisory Group, working closely with the State ECEAP Office, reviewed and edited the materials as they were developed. ECEAP parents and staff also spent a day trying out activities and providing feedback. The CHOMP kits are available for public use by downloading them from here:

http://www.del.wa.gov/eceap/food_nutrition.shtml

You will need adobe reader to download these materials.



Programs contracted with Washington State Department of Early Learning should order their activity kit sets from the Fulfillment Office. Each set includes 100 activity cards and 40 booklets. Be sure to coordinate with your program director, as each contractor is allowed to order a specific number. Contractors may place their order at the Fulfillment Center: http://www.prt.wa.gov/default.asp?p=serv_ful

What Do the Cards Look Like and How Many Are There?

The cards are in color, with English and Spanish language on the same card. They are printed on cardstock, so that they are more resistant to wear-and-tear. Each set contains 20 copies of the following:

- *A Porridge Story* activity card
- *Apples Away* activity card
- *Daily Doings* activity card
- *Letting Loose* activity card
- *Snazzy Snacks* activity card

Additionally, each set also contains 20 booklets in English and Spanish, called:

- *Curlylocks and the Three Bears*
- *Indoor Fun*

Some programs collect parent time spent on home-learning activities, so there is a place at the bottom of each activity card for the parent or caregiver to record the time parents and children spent on the activity. It is up to your program whether or not you collect that information. It is not a requirement of CHOMP participation.

It is, however, important that staff take the time to check in with families about the activities. The State ECEAP Office staff will want to know what families and staff thought of the activities – how the activities worked, what they liked or didn't like, what worked well, and what might work better. Keep these thoughts in mind as you try these activities out with staff and families!

What Else Do We Need?

Each activity could include a variety of props to help children and parents with the activity. Suggestions for props are made with each activity template over the next few pages. Programs will also want to assemble a team of parents, caregivers, and staff to put the kits together.

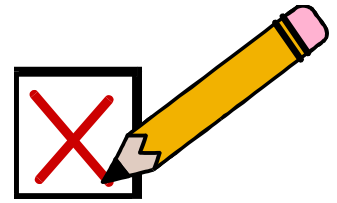
What Do We Send the Kits Home In?

We suggest using 1-gallon size or larger plastic bags that zip. Other programs might choose other options, such as:

- Brown paper bags that children could decorate ahead of time
- 5-a-day plastic bags http://www.shop5aday.com/acatalog/Color_Way_Grab_Bags.html#aTCW_2dGBAG

Note: If your children ride the bus to or from preschool, make sure you check the rules for carrying backpacks or materials on the bus first.

Activity Card #1 -- A Porridge Story



What Is This Activity About?

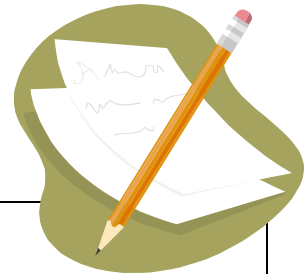
It combines some key nutrition messages about healthy foods, exercise, and choices in a framework of early literacy and socio-emotional growth. Children and parents can read the *Curlylocks and the Three Bears* story together and then practice telling the story by acting it out at home. The child has space to draw a picture relating to her experience with this activity on the card. To download the *Curlylocks and the Three Bears* booklet, go to: http://www.del.wa.gov/eceap/food_nutrition.shtml

What Does the Individual Kit Contain?

- One activity card, titled *A Porridge Story*
- One booklet, titled *Curlylocks and the Three Bears*
- One or more prop items

Choose props based on factors like family preferences or dietary needs, and program budget constraints. The list below is meant as general ideas – feel free to do what works best!

- Two oatmeal packets (sugar-free, if possible)
- A snack-size box of raisins
- A packet of honey
- Cinnamon



MY IDEAS

Activity Card #1 Template - A Porridge Story

A snuggly story and tasty treat to share.



Something to Try

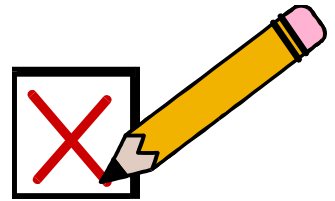
- Mix oatmeal packet with hot water. Add fruit – try banana, raisins, or blueberries. Or some honey or cinnamon.
- Snuggle up together and read *Curlylocks and the Three Bears*. Help your child draw a picture of the story. Or let your child tell you their version of the story, and write it down for them.
- Act out the story! Try different voices for Curlylocks and the Bear Family. Find some props, such as plastic bowls, spoons, kitchen chairs, blankets for beds, a teddy bear or doll.

My Favorite Part of Curlylocks and the Three Bears

My Name Is: _____ Date: _____

Adult Helper: _____ Time Spent: _____

Activity Card #2 -- Apples Away



What Is This Activity About?

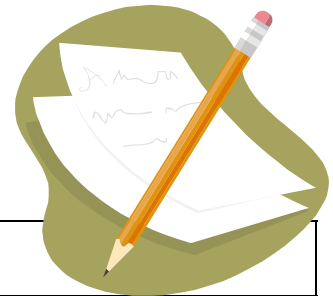
It combines some key nutrition messages about eating fruit in a framework of working together and practicing early numeracy skills such as counting, measuring, and estimating. Children and parents slice, count, compare, and eat an apple together.

What Does the Kit Contain?

- One activity card, titled *Apples Away*
- One or more prop items.

Choose props based on factors like family preferences or dietary needs, and program budget constraints. The list below is meant as general ideas – feel free to do what works best!

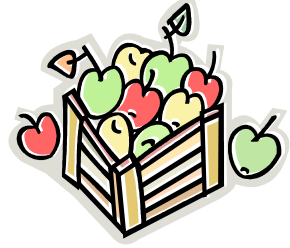
- One or more apples





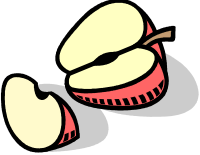



MY IDEAS

Activity Card #2 Template – Apples Away

A nutritious snack and fun math activity all in one.
Children can learn counting, measuring, estimating
and teamwork helping cook.



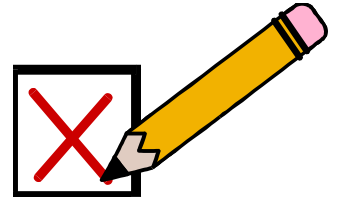
Something to Try

	<p>Help your child wash and dry the apple. Ask her how many apples she sees.</p> <p><i>(Expect some giggles and splashing.)</i></p>
	<p>Carefully slice the apple into halves. Ask how many apples she sees now!</p> <p><i>(Answers will vary!)</i></p>
	<p>Finish cutting the apple into many slices. Count the apple slices with your child.</p> <p><i>(Remember! Learning to count takes time and practice!)</i></p>
	<p>Help your child compare apple slices to the number of her fingers. Ask her if she has more apple slices than fingers, or less?</p> <p><i>(She may want to count your fingers, as well!)</i></p>
	<p>Make two stacks of the apple slices. Which apple stack is bigger? Smaller? The same size? Ask your child to eat a slice or two, and compare again.</p> <p><i>(Apple slices make interesting blocks – go ahead and play!)</i></p>
	<p>Eat a slice or two of the apple. Count the slices again. Repeat!</p> <p><i>(Children love to learn with you! Have learning fun with your child every day!)</i></p>

My Name Is: _____ Date: _____

Adult Helper: _____ Time Spent: _____

Activity Card #3 -- Daily Doings



What Is This Activity About?

It combines some key nutrition messages (eating five or more colorful fruits and vegetables each day) in a framework of tracking what is eaten and grouping the fruits and vegetables by color. Children and parents use the chart on the activity card over a week's time to keep an eye on how many fruits and vegetables they eat each day, and if they eat a variety of colors.

What Does the Kit Contain?

- One activity card, titled *Daily Doings*
- One or more prop items

Choose props based on factors like family preferences or dietary needs, and program budget constraints. The list below is meant as general ideas – feel free to do what works best!

- Stickers
- Markers
- Stampers



MY IDEAS

Activity Card #3 Template -- Daily Doings

Does each family member eat five or more fruits and vegetables each day? Tracking habits and patterns over time can help you see what you eat each day.



Something to Try

Think about all the fruits and vegetables you eat: fresh, frozen, canned. In soups, salads, casseroles, sandwiches, 100% juice, or on their own. What colors did you eat today? Tally up the amounts in the chart below!

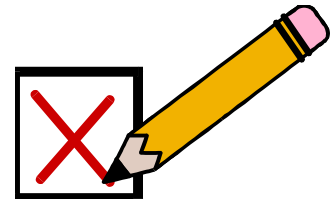
Colorful Fruits and Vegetables We Eat Every Day

	Red	Orange	Yellow	Green	Blue	Purple
Monday						
Tuesday						
Wednesday						
Thursday						
Friday						
Saturday						
Sunday						

My Name Is: _____ Date: _____

Adult Helper: _____ Time Spent: _____

Activity Card #4 -- Letting Loose



What Is This Activity About?

It combines some key messages about the importance of daily physical activity – even in rainy or snowy winter weather -- in a framework of matching heart rates to different activities. Children and parents use the chart to record how fast or slow their heart beats as they try different activities such as walking, running, or hopping. To download the *Indoor Fun* booklet, go to: http://www.del.wa.gov/eceap/food_nutrition.shtml

What Does the Kit Contain?

- One activity card, titled *Letting Loose*
- One booklet about indoor fun physical activity, titled *Indoor Fun*
One or more prop items.

Choose props based on factors like family preferences or dietary needs, and program budget constraints. The list below is meant as general ideas – feel free to do what works best!

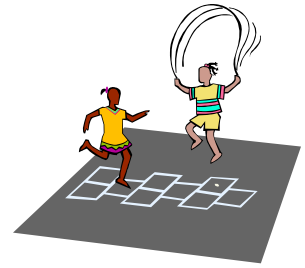
- Masking tape
- Water bottle with water
- Yarn strings



MY IDEAS

Activity Card #4 -- Letting Loose






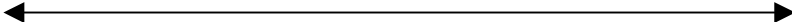



For rainy indoor days.



Something to Try

- Use masking tape to create a hopscotch pattern on your floor, and a rolled up sock as the marker to toss, hop to, and pick-up.
- Make a path with a long piece of yarn. Children follow the path hopping, crawling, marching, and tip-toeing.
- Blow up a balloon. Keep it from landing on the floor using hands, arms, head, feet, and legs. (**Safety Note: Keep balloons out of reach of infants and toddlers.**)

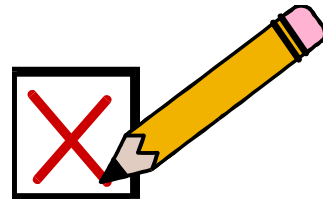
Activity: Try each activity below for 10 minutes. Decide how fast your heart beats after each activity and mark the spot on the line with an X.

Activity	Heart Rate		
	Slow	Medium	Fast
Walking 			
Running 			
Sweeping 			
Hopping 			
Your Choice!			

My Name Is: _____ Date: _____

Adult Helper: _____ Time Spent: _____

Activity Card #5 -- Snazzy Snacks



What Is This Activity About?

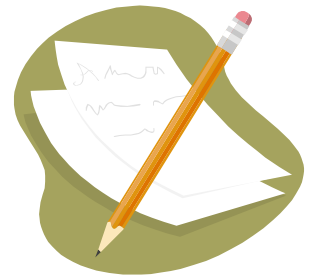
It combines some key nutrition messages with daily physical activity focusing on big and little hands making healthy snacks together, and exploring different tastes, textures, and colors. Children and parents can use the snack ideas as a launching pad for other healthy snack ideas. The card contains space for the child and parent to put in a favorite snack idea of their own.

What Does the Kit Contain?

- One activity card, titled *Snazzy Snacks*
- One or more prop items

Choose props based on factors like family preferences or dietary needs, and program budget constraints. The list below is meant as general ideas – feel free to do what works best!

- Granola
- Raisins
- Sesame seeds
- Banana chips



MY IDEAS

Activity Card #5 Template -- Snazzy Snacks

A healthy snack between meals helps kids learn and grow.



Something to Try

1. Try a different snack each day with your child. See the Snazzy Snack Idea Pack!
2. Talk to each other about your favorite snack – the color, the taste, the texture.
3. Ask your child to draw a picture of her favorite snack.

If you are unsure about peanut allergies in your family, do not use peanut butter or other nuts without doctor approval first.

Snazzy Snack Idea Pack

Ants on a Log



You will need:

- 2-3 celery sticks, washed
- Peanut butter or cream cheese
- Raisins or sunflower seeds

Cut the celery sticks into half.
Spread peanut butter or cream cheese on the inside (like filling the inside of a canoe!)
Put raisins or seeds on top of the peanut butter or cream cheese. Enjoy!

Veggies-on-the-Go

You will need:

Sturdy fresh veggies, such as:
Celery sticks
Carrot sticks
Other fresh veggies you like!



Wash and slice the veggies. Put a few sticks of each veggie in plastic containers or Ziploc baggies. Take with you on errands for those nibbly moments when you and the children are ready for a snack!

Gorp'n Along

You will need:



- Dried whole grain cereal or granola
- Raisins
- Banana chips
- Nuts or seeds

Each family member puts a handful of cereal and dried fruit in their bag. Close the bag and shake up. Now you have a tasty treat to go with your water on family walks!

(Note: "Gorp" is a term for trail mix.)

My Favorite Snack

My Name Is: _____ Date: _____

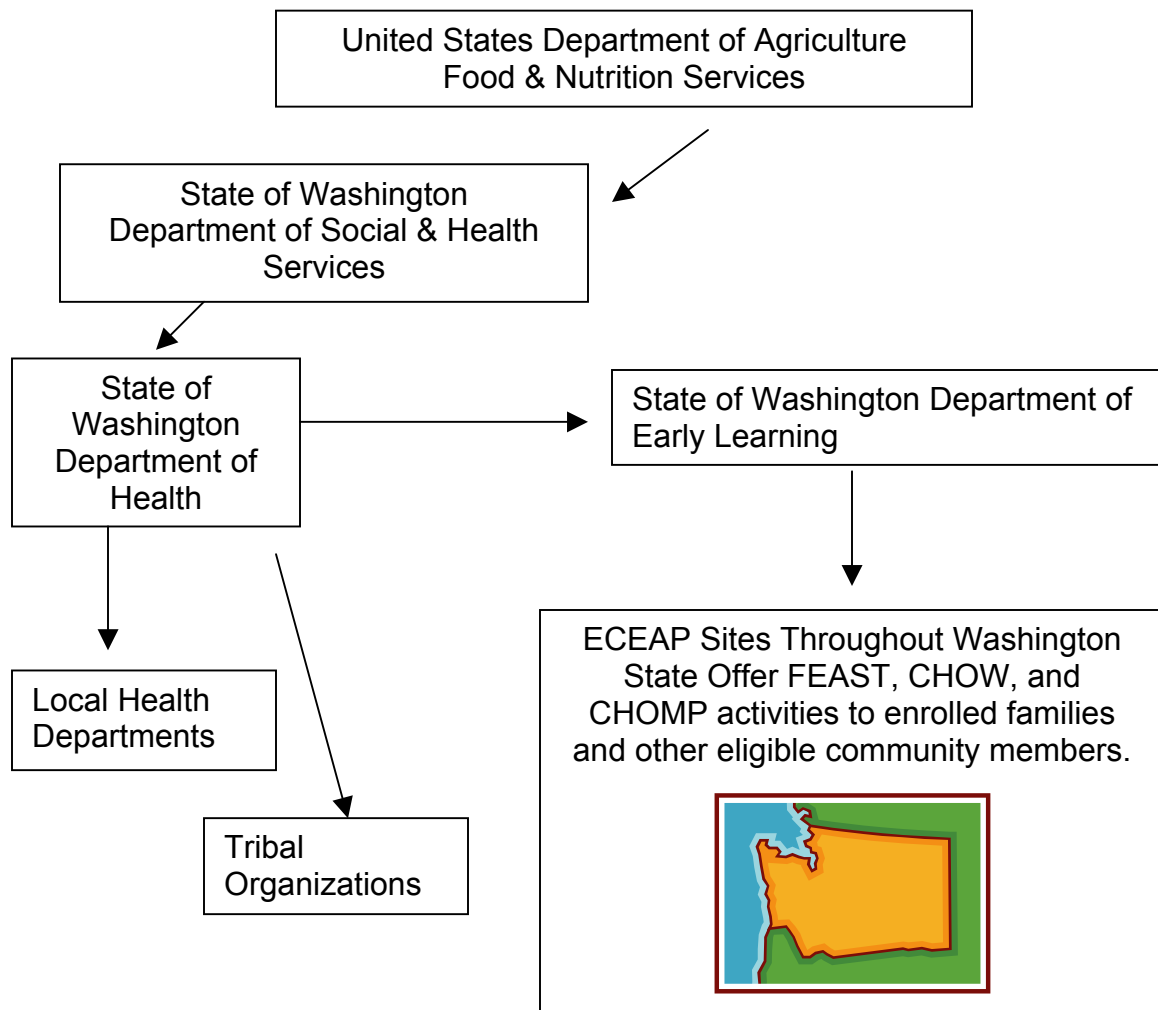
Adult Helper: _____ Time Spent: _____

How Does CHOMP End Up in ECEAP?

The project funding starts at the national level. Each state submits a plan that deals with nutrition, physical activity, and ways that the state can help improve and enhance healthy outcomes for its citizens.

Here in Washington State, we take great pride in the local planning and development of FEAST, CHOW, and CHOMP. Staff and families in ECEAP have been closely involved in the planning and design of the activities.

Where Does the Basic Food Nutrition Education Program Come From?



CHOMP: Reporting Requirements

This section is specifically geared to ECEAP Contractors in Washington State that provide these activities under contract for reimbursement.

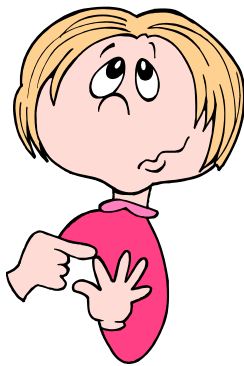
The Basic Food Nutrition Education Program is a federal program funded through USDA Food and Nutrition Services. Reimbursement is based on a 55% match of local non-federal funds, in order to leverage 45% reimbursement of the allowable costs.

Some Examples of Allowable Costs

- Staff time planning and preparing, outreach time, clean-up time. Remember to include staff that provide clerical assistance or janitorial services.
- Volunteer time directly related to the project.
- Mileage directly related to staff and volunteer project activities.
- Costs for supplies and materials, such as printing, paper.
- Records and cost of any donated materials or space.
- Cost of utilities.
- Receipts for incentive items. Remember! Each item must be \$4.00 or less.
- Receipts for demonstration/exploration food products.

What Costs Are Not Allowable?

- Classroom staff time during ECEAP class hours.
- Transporting families to and from activities.
- Meals.
- Incentive items over \$4.00 per item.
- Volunteer time in non-profit settings.
- Recreation opportunities such as gym passes or field trips to roller skating rinks or swimming pools.



Remember!

Avoid the end-of-the-year reporting rush!

Keep track of the following items:

CHOMP Timesheet for Staff and Volunteers
CHOMP Families Served Reporting Tool
Receipts for Activity Kit Prop Items

For more information on your project budget, and allowable costs or what costs to track, contact your program director or fiscal staff.

FOR HOURS WORKED SPECIFICALLY ON BASIC FOOD NUTRITION EDUCATION PROGRAM (BFNEP)

Name		Parent or community volunteer? Check one:	
Title		I volunteer for a non-profit org.	
Signature		I volunteer for a public school	
Hourly Rate		I volunteer for a college	
Agency		I volunteer for city or county gvt	

[illegible]

Minutes	Tenths
1-6	0.1
7-12	0.2
13-18	0.3
19-24	0.4
25-30	0.5
31-36	0.6
37-42	0.7
43-48	0.8
49-54	0.9
55-60	1.0 hour

Total Hours Worked for all Activities

Total Cost <i>(Hours X Rate)</i>	

Note:

Staff Rate = Sal + Ben

Vol. Rate = \$10/hr

CHOMP: End-of-Year Reporting

ECEAP Contractor: _____

Site: _____

Contact Information: _____

Basic Food Eligible Clients Served 2006-2007

Complete this form by totaling how many eligible people your program served during the program year.

FEAST Family Events		FEAST Home Visits (a minimum of 30 minutes dedicated to nutrition education per visit)		CHOW Team Activities		CHOMP School-to-Home Kits	
Total Households Attending		Total Households Visited		Total CHOW Team Members		Total Number of Classrooms that received CHOMP Kits during the project year.	
Total Adults Attending		Total Adults Present		Total Number of Team Meetings			
Total Children Attending		Total Children Present		Total Number of Peer Outreach Sessions		Multiply number of classrooms by 100 for number of contacts.	
Total Indirect Contacts*				Total Indirect Contacts (include estimated attendance at peer outreach sessions)*			

* An indirect contact includes community presentations, news articles, radio announcements. For example, your classroom sent a parent letter out to 50 families that included information on FEAST, CHOW, or CHOMP. Your number of indirect contacts would be 50.

Submit completed form to:
Shannon Blood, State ECEAP Office
Department of Early Learning
Questions? Call: 360/725-2838

Some Final Thoughts

CHOMP works best when offered to families as a partnership. Family health happens in many ways – no one way is the only right way. By offering families time to connect with each other and other families, nutrition and health messages offer are more likely to be heard.

Principles of Family Support

Adapted from Family Support America 1998

We all work together in relationships based on equality and respect.

Our work enhances families' capacity to support the growth and development of all family members.

We recognize each individual as a resource to their family members, to other families, to programs, and to communities.

Our work affirms and strengthens cultural, racial, and linguistic identities, and enhances our ability to function in a multicultural society.

Our work is embedded in the community and contributes to the community building process.

We advocate with families for services and systems that are fair, responsive, and accountable to those we serve.

We work with families to mobilize formal and informal resources to support family development.

Our work is flexible and continually responsive to emerging family and community issues.

We model principles of family support in all our work including planning, governance, and administration.



Basic Foods and Nutrition Education Program (BFNEP)

Nutrition:

- In 2000, only 25% of Washington State adults reported consuming 5 to 9 fruits and vegetables each day.
- From 1999 – 2001 Washington State ranked #2 in the nation for food insecurity and hunger.

Physical Activity:

- In 2000, only 27.0% of Washington adults were moderately active at the recommended level (30 minutes of moderate physical activity on 5 or more days a week) during their leisure time.
- Benefits of regular physical activity include reduced rates of heart disease, high blood pressure, colon cancer, type 2 diabetes, falls and fractures, and obesity.

Obesity

- The rate of obesity in the state continues to climb. Washington obesity rates have doubled in the last 10 years. In 1990, 9.4% of Washington adults were obese and in 2000, about 20% of adults were obese.

For more BFNEP contact:

Gail Brandt, Coordinator
(360) 236-3739

Gail.brandt@doh.wa.gov

BFNEP is a non-competitive nutrition education program sponsored by the Department of Health, Department of Social & Health Services, and the US Department of Agriculture Food & Nutrition Service.

The goal of BFNEP is to provide educational programs that increase, within a limited budget, the likelihood that Basic Food Program and Food Distribution Program* recipients will make healthy food choices and choose active lifestyles consistent with the Dietary Guidelines for Americans and the Food Guide Pyramid. BFNEP encourages collaboration and coordination with all Food and Nutrition Service programs such as WIC, Head Start, Child Nutrition Programs, and Senior Farmers' Market as well as community groups, including faith-based organizations, and existing service coalitions.

BFNEP is intended to help Basic Food Program households:

- Adopt healthy eating habits that are consistent with the Dietary Guidelines for Americans and the Food Guide Pyramid.
- Incorporate regular moderate activity into an active lifestyle.
- As part of nutrition education activities, insure that families have enough to eat without resorting to emergency food assistance and making sure eligible people are aware of the program benefits and know how to apply.
- Improve participants' ability to safely handle, prepare and store food.
- Enhance practices related to thrifty shopping and preparation of nutritious foods.

The USDA Food and Nutrition Services funds BFNEP. In Washington State, the Department of Health sponsors BFNEP and contracts with governmental agencies. Currently the Department of Health has contracts with 12 Local Health Jurisdictions, 11 Indian Tribal Organizations and one state agency with 21 local participating sites.

Sponsoring agencies must demonstrate that BFNEP funded activities are targeted to eligible participants for the Basic Food Program and that at least 50% of the population targeted has a gross household income at or below 185% of poverty.

Mission Statement: To promote nutrition, physical activity and optimal care to prevent or treat obesity, diabetes and cardiovascular disease in Washington State.

For More Information About CHOMP, Contact:

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